

## Annie Burnside Elementary

7300 Patterson Road  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	320 Students	
<b>Principal</b>	Dr. Felicia Butler	803-783-5530
<b>Superintendent</b>	Dr. Percy Mack	803-231-7500
<b>Board Chair</b>	Wendy Brawley	803-231-7556

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

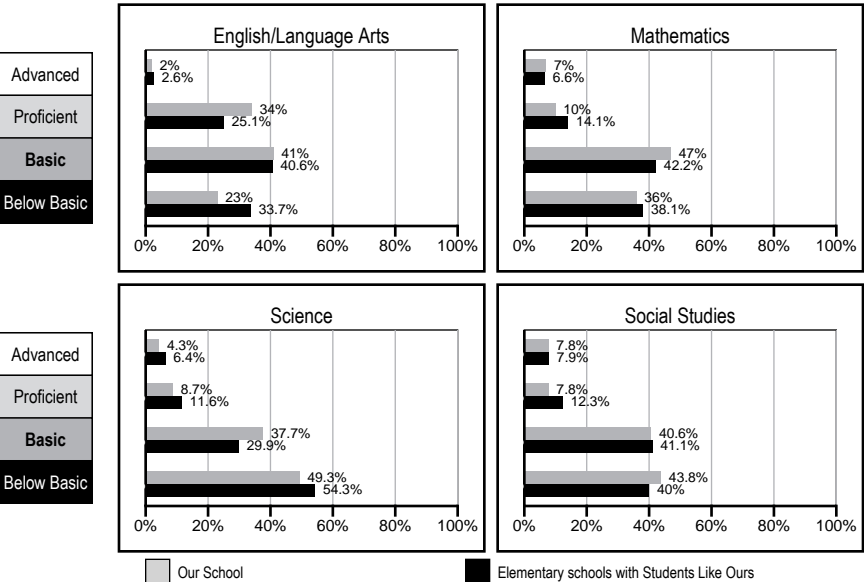
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	10	55	63

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=320)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.3%	100.0%	100.0%
Retention rate	3.0%	Down from 4.1%	3.1%	2.3%
Attendance rate	95.3%	Down from 95.6%	96.0%	96.3%
Eligible for gifted and talented	7.4%	Up from 7.3%	3.4%	10.4%
With disabilities other than speech	8.7%	Up from 5.6%	7.8%	7.5%
Older than usual for grade	0.4%	Down from 0.9%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=26)</b>				
Teachers with advanced degrees	30.8%	Down from 37.0%	54.4%	56.7%
Continuing contract teachers	69.2%	Down from 74.1%	69.6%	77.3%
Teachers with emergency or provisional certificates	9.5%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	87.7%	Down from 91.3%	83.2%	86.4%
Teacher attendance rate	95.6%	Up from 93.8%	95.0%	94.9%
Average teacher salary	\$42,873	Up 0.2%	\$43,916	\$45,345
Professional development days/teacher	8.9 days	Down from 13.8 days	13.5 days	12.6 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 18.8 to 1	16.7 to 1	18.5 to 1
Prime instructional time	88.9%	Up from 88.2%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	77.6%	Down from 97.6%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$7,964	Up 0.5%	\$8,115	\$7,052
Percent of expenditures for instruction*	79.1%	Up from 77.1%	68.9%	69.1%
Percent of expenditures for teacher salaries*	75.5%	Up from 70.5%	62.2%	64.2%

\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Burnside continues to be a good school striving to become a great school. Everyone returned with a renewed determination to enhance their skills in areas that would yield better academic results from the students. The mission of Annie Burnside is to empower each student to achieve his/her maximum level of intellectual and social development within a safe and nurturing environment.

We continued our emphasis on prevention by serving a select group of first-graders in one-on-one Reading Recovery sessions. Each Monday morning during our community meetings, we celebrated with students in grades first through fifth for rising to the top in their classes by being ravenous readers! The third-, fourth- and fifth-graders completed their fourth year of the 100 Book Challenge program with a 20% increase in student participation. We are pleased that our Destination Imagination team of students competed well enough to be invited to GLOBAL FINALS in Knoxville, Tennessee. Our ultimate goal is to significantly reduce the percentage of students scoring Below Basic on PACT while increasing the percentage scoring Proficient and Advanced. We continue to show impressive performance as we decrease the overall percentage of students who score Below Basic. In 2006, 27.2% of our students scored Below Basic in ELA and decreased to 20.4% in 2007. Our Proficient and Advanced Math percentage went from 15% in 2006 to 22.3% in 2007. We were proud to have our third-graders score among the highest in the state on PACT social studies. Our school met requirements in eleven of the thirteen categories for AYP.

Our students and staff were recognized at the district level for their participation in many Visual Literacy Festival competitions and a fifth-grader from Burnside was selected as the district level Lt. Governor's Essay Winner.

While we are committed to doing whatever it takes to meet the academic and social needs of our students, we've embraced the idea that when we establish a healthy working relationship with our students, parents ,and guardians, our students are happier and more willing to work hard for us. To this end, we purchased and utilized agenda books, homework announcements, automated calling, happy notes, home visits, Student Intervention Team meetings and regular telephone calls to keep parents informed and willing to work with us. Visitors and parents who come to Burnside often compliment the principal, teachers, and staff for creating a warm and welcoming learning environment. As we move from Good to Great, we are pleased that our SIC, PTO, faculty and staff are able to work together to explore effective strategies to ensure success for all our students.

Dr. Felicia Butler, Principal  
Mr. Terrance Segars, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	36	27
Percent satisfied with learning environment	45.5%	91.7%	74.1%
Percent satisfied with social and physical environment	77.3%	85.7%	73.1%
Percent satisfied with school-home relations	33.3%	88.9%	81.5%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 11 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.3%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	127	99.2	21.9	41	35.2	1.9	54.3	41.2	48.2	Yes	Yes
Gender											
Male	66	98.5	23.1	38.5	36.5	1.9	53.8	35	41.7	N/A	N/A
Female	61	100	20.8	43.4	34	1.9	54.7	47.5	55	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	73	60	I/S	I/S
African American	107	99.1	23.3	39.5	34.9	2.3	54.7	33.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	77.6	70.4	I/S	I/S
Hispanic	14	100	23.1	53.8	23.1	0	46.2	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	23	100	45	40	15	0	35	14.1	16	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	43.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	21.4	50	28.6	0	50	42.2	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	121	99.2	23.2	41.4	34.3	1	51.5	31.2	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	127	99.2	34.3	45.7	13.3	6.7	36.2	34.9	45.8	No	Yes
Gender											
Male	66	98.5	34.6	42.3	15.4	7.7	42.3	33.8	45.6	N/A	N/A
Female	61	100	34	49.1	11.3	5.7	30.2	35.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2	59	I/S	I/S
African American	107	99.1	36	43	14	7	38.4	25.8	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.6	71.3	I/S	I/S
Hispanic	14	100	38.5	61.5	0	0	15.4	37.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	23	100	70	10	20	0	25	12.2	17.1	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	26.2	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	35.7	57.1	7.1	0	21.4	36.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	121	99.2	35.4	47.5	12.1	5.1	33.3	24.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	81	100	47.9	36.6	9.9	5.6	15.5	25.3	35.7	95.3	96.1
Gender											
Male	40	100	38.9	47.2	11.1	2.8	13.9	26	37.4	94.9	95.8
Female	41	100	57.1	25.7	8.6	8.6	17.1	24.6	33.8	95.9	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	61.9	49.2	93.2	96.3
African American	68	100	47.5	37.3	8.5	6.8	15.3	16.4	17	95.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	56.8	58	N/A	96
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	25.7	24.9	96.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	90	94.6
Disability Status											
Disabled	17	100	71.4	14.3	7.1	7.1	14.3	8.9	14	94	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	16.7	21.9	85.3	96.9
English Proficiency											
Limited English Proficient	11	100	50	30	20	0	20	25.2	24.4	96.4	96.7
Socio-Economic Status											
Subsided meals	77	100	50.7	38.8	7.5	3	10.4	15.1	21.1	95.3	95.8

Social Studies

All Students	85	100	40.6	43.5	8.7	7.2	15.9	27.2	34	95.3	96.1
Gender											
Male	44	100	38.2	47.1	8.8	5.9	14.7	28.1	36.6	94.9	95.8
Female	41	100	42.9	40	8.6	8.6	17.1	26.2	31.3	95.9	96.3
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	60.9	44.5	93.2	96.3
African American	74	100	43.1	41.4	6.9	8.6	15.5	18.2	19.1	95.2	96
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	64.9	58.9	N/A	96
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	96.3	96.4
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	90	94.6
Disability Status											
Disabled	17	100	53.3	33.3	13.3	0	13.3	9.7	14.4	94	95.1
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	20.7	22.6	85.3	96.9
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	96.4	96.7
Socio-Economic Status											
Subsided meals	81	100	43.1	43.1	9.2	4.6	13.8	16.8	21	95.3	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	41	100	6.1	30.3	60.6	3	63.6
	4	38	100	24.2	54.5	21.2	0	21.2
	5	39	100	31.4	48.6	20	0	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	97.7	11.4	40	48.6	0	48.6
	4	41	100	22.2	33.3	38.9	5.6	44.4
	5	43	100	32.4	50	17.6	0	17.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	41	100	21.2	45.5	21.2	12.1	33.3
	4	38	100	48.5	30.3	21.2	0	21.2
	5	39	100	51.4	34.3	11.4	2.9	14.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	97.7	25.7	54.3	8.6	11.4	20
	4	41	100	36.1	44.4	11.1	8.3	19.4
	5	43	100	41.2	38.2	20.6	0	20.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	20	100	47.1	41.2	11.8	0	11.8
	4	38	100	41.9	35.5	19.4	3.2	22.6
	5	19	100	77.8	22.2	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	20	100	38.9	44.4	16.7	0	16.7
	4	41	100	41.7	44.4	5.6	8.3	13.9
	5	20	100	70.6	11.8	11.8	5.9	17.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	23	100	0	60	33.3	6.7	40
	4	38	100	45.2	38.7	9.7	6.5	16.1
	5	20	100	47.1	35.3	11.8	5.9	17.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	21	100	31.3	62.5	6.3	0	6.3
	4	41	100	44.4	36.1	13.9	5.6	19.4
	5	23	100	41.2	41.2	0	17.6	17.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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